

Study Participants

- Survey conducted in April 2013
- Distribution via school representatives to a random sample of approximately one-third of the local's members.
- 811 responses were received (approx. 38% of the sample; 12.7% of the total full and part-time population of the Local.)
- Results considered accurate given high correlation between respondent group demographics and actual population characteristics. EG: 90.5% of Calgary Public's membership is employed full time as compared with 95% of the respondents; approximately 80/20 female/male split in survey, which is consistent with current teaching population.
- Classroom teachers comprised over 84% of the cohort; administrators a further 13%.

Teaching and Learning Conditions

- **Indicators of dissatisfaction increased** on multiple measures of the survey, including:
 - class size,
 - class composition,
 - field trip resources,
 - computer and IT access,
 - print and text resource access,
 - professional development access, and
 - supervision and other assignments.
- **Only 1.8% of teachers** strongly agree with the statement "I work less than 50 hours per week."
 - **81% of teachers report working greater than 50 hours per week**, up from 63% in 2010.
- 63% disagree or strongly disagree that they are able to **balance personal and work lives**, up from 37% in 2010. A disproportionate number of those experiencing difficulties with work-life balance are female.
 - Only 3.1% strongly agree that they are able to balance work and personal life.
- Members report major **declines in special needs & English as an Additional Language support since 2010**:
 - Special Needs Supports: 67% of teachers somewhat dissatisfied or very dissatisfied in 2013; 46% in 2010,
 - Support for EAL students: 51% somewhat or very dissatisfied in 2013; 32% in 2010.
- **54% of members report that non-instructional duties interfere with their ability to teach**, up from 34.6% in 2010.
- **84.5% of teachers report that a lack of adequate preparation time** is a moderate-to-high stressor in their job.
 - **79.5% of teachers report that class composition (student diversity)** is a moderate-to-high stressor in their job. This stress is compounded by insufficient preparation time to develop lessons recognizing these students' diversity and complex needs.